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CROSS-CULTURAL EDUCATION:  
A BIBLIOGRAPHY OF GOVERNMENT-SPONSORED  
AND PRIVATE RESEARCH ON FOREIGN STUDENTS  
AND TRAINEES IN THE U.S. AND IN OTHER COUNTRIES

1946-1964

**DEPARTMENT OF STATE**  
**BUREAU OF INTELLIGENCE**  
**AND RESEARCH**

—A Selective Bibliography—

This External Research Paper is one of a series of materials on the U.S., international cultural exchanges published by the External Research Staff for distribution to both Government and private research scholars.

Additional information about this paper, or about other social science papers on cross-cultural education and international affairs, may be obtained from the External Research Staff, Room 8646, Department of State, Washington, D.C. 20520. (Telephone Dudley 1-5492)

External Research Paper  
April 1965

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## INTRODUCTION

This selective bibliography is a basic work supporting further research in problems of cross-cultural education of youth. As such, it covers books, monographs, and articles dealing with the selection, orientation, administration, placement, extra-curricular life, attitudes, and follow-up information on foreign students and trainees in the U.S. and in other countries. These studies are restricted to reporting on youth whose education and training experiences abroad are of some duration - at least one year.

The bibliography was undertaken by the External Research Staff of the Department of State at the request of the President's Inter-Agency Youth Committee, a group of representatives from all U.S. government agencies with youth exchange responsibilities. It is organized according to author or study sponsor, with others involved in a particular study clearly indicated. This bibliography includes only unclassified research, whether completed or still in progress, published or unpublished, in print or out-of-print.

Assistance in the compilation of privately sponsored research was provided by Miss Barbara Walton, in cooperation with the East-West Center in Hawaii.

Wm. J. Nagle  
Director  
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1. UNESCO SPONSORED RESEARCH ON CROSS-CULTURAL EDUCATION

Comments on the Project. Compiled by Jean Steetzel, Professor, University of Paris. UNESCO/SS/COM/4., Paris, February 28, 1964. 3 pp.

Summary description and analysis of the survey questionnaire used to collect pertinent data from returned students in Egypt, Iran and India. Considers what arrangements could be made to extend this study to other countries for general comparisons.

Studies Abroad.

An annual publication of UNESCO which lists the offerings to foreign students of all governments with foreign student programs. The 1963 edition of Studies Abroad contains a table showing the number of foreign students on a global scale for that year.

Studies on the Role as Culture Carriers of Eastern Students Who Received Their University Education in Western Countries. Rome, December 15-17, 1964. (List of papers to be distributed for the meeting). UNESCO/SS/COM/8, Paris, September 11, 1964. 1 p.

In 1961, the International Advisory Committee for UNESCO's 1957-launched "Major Project on the Mutual Appreciation of Eastern and Western Cultures," recognizing the need for comparative studies and surveys of East-West cultural interaction, and assuming that certain cultures belonging entirely neither to the East nor West were in a position to make an original contribution to the study of how to strengthen this interaction, recommended Secretariat action in this sphere. The Secretariat's 1961 program thereupon proposed a study of the role of students as cultural intermediaries, selecting for study students who received their university education in a Western country. The U.A.R. became the first locale for the inquiry. In 1962, India was added, and in 1963, Iran joined the survey. The Rome meeting was composed of international experts brought together to summarize and interpret the data assembled for publication. An analysis of the effectiveness of the methods of communication between different cultures, prepared in 1962 is also to be published sometime after the conference. The following papers presented at the conference represent the holdings (in draft form) of the U.S. Department of State, CU/MSD/UCS, and not the complete list.



Studies on the Role as Culture Carriers of Former Students from India, Iran, and the United Arab Republic who received their University Education in the German Federal Republic, the United Kingdom and the United States. (Questionnaire utilized for interviews, code and marginal count). UNESCO/SS/COM/5, Paris, March 31, 1964. 50 pp.

Text of questions asked and replies received from Indian and UAR students.

Report on the Indian Study. Analyzed by B. Kuppuswamy, India International Centre, New Delhi. UNESCO/SS/COM/7, Paris, August 20, 1965. 57 pp. including bibliography and tables.

A considerably longer and more analytical treatment of the questionnaire responses of Indian returnees from study in the U.S., U.K., and Germany.

Report on the United Arab Republic's Study. Study directed by Dr. Mohamed Khalifa Baraket et al. UNESCO/SS/COM/6, Paris, August 17, 1964. 21 pp.

Describes the purpose, sample and interviewing, and summarizes the main characteristics of the U.A.R. sample.

II. U.S. GOVERNMENT SPONSORED RESEARCH ON CROSS-CULTURAL EDUCATION

U.S. Congress.

1. House of Representatives. Hearings before the subcommittee on International Organizations and Movements of the Committee on Foreign Affairs, 88th Congress, 1st and 2nd Sessions. Winning the Cold War: The U.S. Ideological Offensive. Part IV: U.S. Cultural and Artistic Exchanges; U.S. Student Exchanges. Part VIII: U.S. Government Agencies and Programs, Agency for International Development and Department of Defense. Washington, D.C.: U.S. Government Printing Office, 1963, 1964.

Of particular interest here is the testimony and interrogation of Mr. John Gardner, then Chairman of the U.S. Advisory Commission on International Educational and Cultural Affairs, pp. 485-497. The conflicting interpretations of U.S. national interest are well expressed here in the exchange between Mr. Gardner and Chairman Fascell.

\_\_\_\_\_. The U.S. Ideological Effort: Government Agencies and Programs. January 3, 1964.

This report was followed by a series of hearings which took place sporadically during 1963 and into 1964. Although Chairman Fascell and the other members of the subcommittee were not particularly concerned with other matters than the part played by U.S.-sponsored education and training of foreign youth in winning the cold war, these hearings are one of the few which review the Department of State, Department of Defense, and AID programs for foreign youth together from a single point of view.

\_\_\_\_\_. Hearings on the Foreign Assistance Act of 1963, April 8, 1963.

Testimony of Secretary McNamara concerning military training of foreign participants. Testimony of General Taylor also found in same volume.

2. Senate. Committee on Foreign Relations. Hearings on the Foreign Assistance Act of 1963, June 13, 1963.

Testimony of Secretary McNamara concerning military training of foreign participants. Testimony of General Taylor also found in same volume.

\_\_\_\_\_. Intelligence Report No. 8401, February 1, 1961. 87th Congress, 1st Session, on S 1154. April 27, 1961.

U.S. Department of State.

1. The Board of Foreign Scholarships. Experiment in International Understanding: A Report...with a Close-up of the U.S. Educational Exchange Program with Italy. October 1963. 75 pp., plus tables.

A report of the Board of Foreign Scholarships to Congress and the public on the activities of the Board and affiliate selection organizations for the period September 1961-September 1963. Pages 9-75 incorporate an edited version of the binational commission (American Commission for Cultural Exchange With Italy) in Rome's Report to the Board concerning the 1961-1962 program.

- . Semiannual Report to the Board of Foreign Scholarship, January 1 to June 30, 1964. Prepared by the Institute of International Education September 1964. 10 pp.; plus supplement entitled Statistics on U.S. Graduate Student Grants Under the Fulbright-Hays Program, 1964-65. 21 pp., (Tables).

Part I of this report describes the activities of the Institute in its capacity as a selection and screening service for the Board prior to the latter's grants to American graduate students and scholars. Part II reports on the activities of the Institute in placing and recommending travel grants for State Department-sponsored foreign students and various other financial and supervisory services rendered both sponsored and non-sponsored foreign students. This report is the most recent in a series begun in 1951.

- . Teacher and Scholar Abroad: First-Person Reports of the U.S. Exchange Program. September 1964. 40 pp.

A collection of quotations from reports made by American and foreign Fulbright-Hays Act grantees who visited the U.S. or went overseas during the academic year 1963-64. An introductory statement by the Chairman of the Board and a brief explanation of the total program is included. Chairman Stalnaker describes this as the "most vivid report... that of the exchanges themselves" concerning the U.S. exchange program.

2. The Bureau of Educational and Cultural Affairs. (CU)

a. CU Research.

Educational and Cultural Diplomacy--1962. Washington, D.C.: GPO, December 1963. Department of State Publication No. 7612; International Information and Cultural Series 85. 93 pp.

Most recent end-of-year, "inhouse" report of the Department of State's Bureau of Education and Cultural Affairs. Describes the operations of "CU"

under the Fulbright-Hays Act of 1961. A short, historical preface is followed by an area description of the various programs authorized and being executed under the Act. Short descriptions of the Cultural Presentations program, the East-West Center, and the Reception Centers in the U.S. are included, plus appendices containing the text of the Fulbright-Hays Act, the organization of CU, and tables giving the number of U.S.-foreign exchanges, distribution of grantees in the U.S., fields of training, legal authority and obligations for the total program, and expenditures by country. This publication is issued annually.

Educational and Cultural Exchange Program July 1, 1960-June 30, 1961 Annual Report to Congress. (Department of State Publication No. 7390). Washington D.C.: GPO, 1962.

International Educational, Cultural and Related Activities for African Countries South of the Sahara. August 1961. 321 pp.

A compendium of factual data about the educational and cultural programs of the U.S. Government agencies and private and international organizations which affect African countries south of the Sahara. Special features include a statistical summary of African students in the U.S., 1955 to 1961 (pp. 39-42), notes on the effects of cross-cultural programs upon the social structure of selected African countries, and an extensive list of Africans who have studied in the U.S.

Inventory of Recent Publications and Research Studies in the Field of International and Cultural Affairs. First issue, June 1964. Second issue, October 1964.

Contains lists of in-house and contract research and other materials in the field of educational and cultural exchange of all the pertinent government agencies. Also includes bibliographies of books and pamphlets, articles, private research studies, private organization reports, and reports of international organizations. Constitutes a new and useful aid to research in cross-cultural education. A third issue is currently being compiled, and it is hoped that this inventory will become an established quarterly or semiannual series.

Some U.S. Governmental Agencies Engaged in International Activities. November 1963.

This Directory was compiled in response to a number of inquiries from Government Agencies in 1963. In its present form, it should elicit additional information and comment on the basis of which revised editions can be issued as needed.

U-Sponsored Studies: Foreign Grantees - American Grantees.

American Embassy, Vienna, Austria. Report on a Survey of the Department of State Exchange of Persons Program in Austria. March 1955. 128 pp.

This survey, conducted by an Austrian survey organization, the Meinungs-und-Marktforschungsinstitut, included 501 of the total of 634 Austrian returnees that had studied in the U.S. from the end of 1947 to mid-1953; i.e., all such persons that could be located and interviewed. Of the 501, 254 were university students and 85 were secondary school students at the time of their study in the U.S. The responses of the returnees to questions concerning American life were recorded verbatim and then sorted into favorable, unfavorable or indeterminate classifications. A net figure was procured by subtracting the unfavorable from the favorable comments or vice versa, depending upon the number of comments in either classification. Net gains for the U.S. were registered by Austrian grantees in the areas of industry, standard of living, and way of life. Net losses were registered for the American press, radio and television, and the effort to solve social problems. The grantees returned with more interest in analyzing and solving the problems of their own country. All had disseminated their opinions concerning the U.S. to their own people.

American Embassy, Bonn, Germany. Study of Impressions and Disseminations by Information Specialists and Students from the Exchange of Persons Program. December 1955. 48 pp.

This study, conducted in Germany by DIVO, was an outgrowth of USIS in Germany's concern over the outcome of an earlier 1954 study which showed that American communications media rated low in the opinion of German grantees, particularly university students. It was a follow-up study, concentrating on two returnee groups, students (404) and media specialists (357). It confirmed the earlier finding that students' reactions were rather critical and considerably more unfavorable than those of specialists. However, it was found that radio and television were the target of criticism, not the American press.

A Study of the Extent and Nature of Exchangees' Contacts with the German Population. November 1955. 68 pp.

This study dealt with trends in the German people's awareness and general evaluation of the U.S. exchange program and is similar to previous studies of German opinion made in

1952, and of exchange contact and resulting spread of what was found to be pro-American opinion within the population of West Germany. Samples of 1423 West German returnees and 150 West Berlin returnees--representative of the some 10,000 Germans of all types which by then had visited the U.S. for varying lengths of time--were interviewed as well as 462 individuals of the same age. In addition samples of the West German and West Berlin population at large were interviewed. All interviewing was conducted by DIVO, a German survey organization.

The American Embassy, New Delhi, India. The Exchange of Persons: An Evaluation of the Experiences and Training of Individual Grantees under Fulbright and Technical Cooperation Programs. December 1953. 93 pp.

This study focused upon the personal, professional and socio-political experiences in America, of 40 ICA trainees and 92 CU grantees with particular emphasis given the utility of U.S. education for themselves and their home country. Information was collected through interviews with the returnees in India. Many difficulties were discovered, including hardships worked by the long delay between application and notification of award (and virtually simultaneous departure date), inadequate orientation to life in the U.S. and to the educational programs and institutions assigned, and disappointment in failure to attain a degree. Some 25% of the returnees had found no way of using their training in India, although only 20% reported no way of passing on some of their American training to others. Although two-thirds of the group had changed their originally fairly derogatory view of the U.S. to a more favorable one, half had experienced some form of racial discrimination. (Some compared the American problem to that of "untouchability" in India).

Bennington College, Bennington, Vermont. An Inquiry into the Effects of European Student Exchange. May 1958. 177 pp.

This study of 147 returnees in 15 countries covered the usual ground but also focused on evaluating the orientation program at Bennington, which 96 of the interviewed group had attended. Generally speaking, both the Bennington and the "control" group rated their exchange experience satisfactory. In addition, the study adjudged that orientation programs in the U.S. were a sound investment, but that fewer sessions with a larger number of students would be an improvement, that the word "orientation" should be dropped, and that each group should be multinational.

Bolivian Institute of Public Opinion Survey, La Paz, Bolivia. A  
Study of Former Bolivian Grantees in the United States. March 1959.  
94 pp.

This study reached 130 of the 207 Bolivians who had participated in the U.S. educational and cultural exchange program up to the time of the survey. It was found that 72% of the grantees had favorably modified their preconceptions of the U.S., and that 92% returned to Bolivia either full or partial partisans of the American way of life. The grantees were also almost unanimous in affirming the professional value of the exchange experience, and 96% reported that they had communicated their impressions to friends and associates in Bolivia.

Bureau of Social Science Research, The American University, Washington, D.C. An Analysis of Attitude Change Among German Exchanges.  
August 1951. 126 pp.

The purpose of this study was to determine the effects of one academic year's study (1950) in the U.S. upon 258 German university students and 85 secondary school students. A group of 49 German leaders, visiting for a shorter period, composed a third component. Two sets of very similar questions were presented to the subjects, one at the beginning of their sojourn in the U.S., the other at the end. Differences in responses were considered to indicate changes in ideas and attitudes, and it was further presumed that these changes would affect the future behavior of the grantees after their return to Germany. The three age groups represented were kept separate and the results of the study were presented in terms of differences between the groups as well as differences noted in the "before-and-after" responses.

An Analysis of First Reports from Foreign Exchange Students, Academic Year 1951/52 (Part I), 75 pp., March 1953; and Foreign Exchange Students Review Their Stay in the United States: Analysis of Second Semester Reports, Academic Year 1951/52 (Part II), 90 pp., August 1953.

This study of the first year's foreign student grantees in the U.S. concentrated on the personal and professional experiences and opinions of the group. Two standard report forms were mailed to the grantees, one in March 1952 and the other in June, by the International Institute of Education. The first, recording reactions to the first semester's study in the U.S. was answered by 1,042 students (about 75% of the whole number). The second or second semester reports were answered by 999, some of whom had not replied to the first. The evaluation and analysis of these reports by

the American University thus suffered in its attempt to discover trends covering the group and period as a whole. In general, the study found the grantees to be basically pro-American before they arrived, but frequently in a dutiful, unenthusiastic fashion. Their experience in this country appeared to surprise them, and to heighten their respect and liking for the American people. Scholastic achievement during the second semester reached high goals, with over 90% of those reporting receiving grade averages of B or better.

Cross-Cultural Education and Its Impacts: A Survey of American Recipients of U.S. Educational Exchange Awards under Public Law 584 (Part I). December 1953. 34 pp. and A Survey of American Recipients of U.S. Government Awards Entailing Affiliation with Academic Institutions Abroad and Excluding Public Law 584 Grants (Part II). October 1954. 18 pp.

This study of American Fulbright grantees returned from abroad covered 82% of the total number of those granted student, teacher, lecturer or research scholar awards for study abroad from 1949-1952 (2,437 persons). The survey concerned itself primarily with the professional status of the returnees and their use of their foreign experience in their jobs and communities, as well as their continued contacts overseas. Attitude change because of overseas experience was not recorded.

The Educational Exchange Program: An Appraisal by 193 Educators and 77 Organization and Business Executives. January 1953. 41 pp., plus appendices.

In 1952, the U.S. Advisory Commission on Educational Exchange sent a questionnaire to 300 academic institutions and 150 organizations with first hand knowledge of exchange students. This questionnaire consisted of 8 general questions (for example, the first question was: "In your opinion, is the educational exchange program carried out by the Educational Exchange Service of the Department of State worthwhile?"). This study is a breakdown report on the responses of those academic and other organizations that responded to the questionnaire.

Central Research Services, Inc., Tokyo, Japan. Evaluation Study of Japanese Returned Fulbright Grantees. January 1958. 194 pp.

This study followed the usual pattern and was conducted by an independent Japanese research organization contacting 765 returnees in Japan in 1957. Of these, 497 were graduate students; the remainder were teachers or research scholars. The study concluded that the grantees, as a whole,



were satisfied with their exchange experience and had secured a better understanding of the American people. The extent to which new information (attitudes) concerning the U.S. was disseminated in Japan was not determined.

Cormack, Dr. Margaret L. (Brooklyn College). An Evaluation of Research on Educational Exchange. August 1962. 137 pp.

Taking as her basic material a selection of studies conducted both by government and private institutions and individuals, Dr. Cormack, assisted by staff members of CU/PRS, subjected them to a method, area, content, and "aim" analysis. She discovered that methodology, with some notable exceptions, did not reflect the research sophistication of most American scholarship in other fields; that area or "nationality" studies were not as useful as sociological or psychological approaches; that content of research varied according to the aim of the researcher and his own interests in cross-cultural education. Dr. Cormack covered the selected materials thoroughly and classified the salient ideas. An outline was presented for standardizing, deepening, and expanding research in this field. She concluded with the recommendation that CU become the center for a coordinated, collaborative attack of all scholars and organizations upon this problem.

Cussler, Margaret (University of Maryland, College Park, Maryland). Review of Selected Studies Affecting International Educational and Cultural Affairs. 1962.

This review represents a sociological analysis of the essential findings contained in a selection of major private and government sponsored studies of cross-cultural research. The review also contains a considerable body of relevant materials drawn from graduate theses, and dissertations, statements of policy, articles in professional journals, special issues dealing with exchange programs, publications of UNESCO, and questions raised by Congress in official hearings. It was prepared under contract for the Advisory Commission on International Educational and Cultural Affairs as part of a larger study on the effectiveness of the State Department's cultural exchange program.

DIVO, Frankfurt, Germany. A German Appraisal of the Fulbright Program. March 1961.

In this study, interviews of 647 (35%) of the 1834 German students, teachers, and professors participating in the U.S. exchange program between 1953 and 1959 were conducted. Generally, the total impact of the Fulbright program appeared impressive; grantees reported more objective views of the U.S. than they had held prior to their visit.

Since returning to Germany, nearly 9 out of 10 had corrected misconceptions about American life held by compatriots and nearly all were maintaining contacts with America.

EMNID (International Institute for Public Opinion and Market Research) Bielefeld, Germany. Impressions of State Department Grantees from Burma. April 1961.

Measures the impact of the program on returned Burmese grantees, the changes in their attitudes and the quality of information about the United States they disseminate to fellow Burmese. Interviews were conducted with all "locatable" returnees (407, including 175 students, 38 professors, 100 leaders, 85 teachers, and 9 specialists). In addition, 209 Burmese students who had received grants to study at the America-sponsored Namkham Nurres Nursery and Midwifery School were also interviewed.

Institute for Social Research, Oslo, Norway. A Study of Intercultural Contact: Norwegian Fulbright Grantees Visiting the United States, Vol. I, 108 pp. and Vol. II, 236 pp. August 1954.

The purposes of this study were: (a) to document individual satisfaction or dissatisfaction with the program, (b) to see what might be done to insure a higher level of satisfaction among future exchangeers, (c) to find out how background attributes and characteristics of the grantees relate to their attitudes and accomplishments after the exchange experience, and (d) to examine certain other features of the Norwegian group of Fulbright returnees. The most salient finding of the study related to length of stay in the U.S. Those exchangeers who stayed six to eighteen months reported good professional and personal adjustment less often than those who had stayed for either shorter or longer periods. It was also discovered that the more highly motivated the grantees were to study in America, the more frequently they were reported to be well adjusted professionally and personally. This in turn seemed to be correlated to economic status, for those grantees from economically less well-to-do families who were less educationally advanced, were more successful than better educated, wealthier colleagues. Another interesting finding of this study was that younger grantees (i.e., the 55% younger than 29 years of age) reported satisfactory professional and personal advancement less frequently than did the older grantees.

Institute of Sociology, University of Helsinki, Finland. Finnish Fellowship Students in the United States. July 1964. 134 pp.

The purposes of this study were to determine:  
(1) the circumstances under which Finnish grantees are best able to pursue their studies in the U.S.; (2) the conditions under which they are best able to make use in Finland of the learning acquired in the U.S.; and (3) the kinds of changes that take place in the students' attitudes and values as a result of having been in the United States.

International Public Opinion Research, Inc., New York. Evaluation of International Exchange Experiences of Brazilian Grantees. September 1953. 128 pp.

In this study, the attitudes of former grantees (some of whom had come to the U.S. as early as 1941) were compared to those of a larger group of Brazilian "opinion leaders" as well as to a group of "matched" eligibles who had for various reasons not taken part in the program. It was discovered that although opinions did not differ markedly between the groups, the grantee group was much more favorable toward the U.S. and more convinced of the democratic nature of American society. Adverse opinions were often the result of insufficient knowledge of English or loneliness which prevented integration into American life.

A Follow-Up Study of German Teenager Exchangees. February 1954. 168 pp.

The purpose of this study was to determine what impressions of their experiences in America remained with German teenagers after their return to Germany, i.e., what kind of readjustment problems were faced and how they were resolved, and what kind of changes, if any, the exchange experience had made in their life plans. Out of the 1000 German boys and girls between the ages of 16 and 18 who had come to the U.S. with the support of the Department of State and private American organizations in the years 1950-1952, this study selected 50 for a qualitative and probing scrutiny which included not only the young persons, but others in their family and community with particular knowledge of them. Interviews totaled 3 to 12 hours per subject.

The exchangees as well as their friends and relatives reported that the exchange experience had a profound personal effect upon every one of the exchangees. Although part of this change can be accredited to normal maturation, responses indicated that the greater freedom enjoyed in American homes and schools was appreciated, and had developed in the young Germans more self-reliance and a drive to reform their home school organizations in the direction of creating effective student councils and improved relations between students and teachers.

German Exchangees: A Study in Attitude Change. August 1953.  
58 pp.

The purpose of this study was to determine attitude changes in five major fields of U.S. interest in Germany: development of political concern and interest, heightened awareness of the attainments of other countries, strengthening of democratic ideology, the promotion of favorable views toward the U.S. and its policies, and the encouraging of international cooperation and an appreciation of Germany's role in the defense of Western Europe. The method used was a comparison of a group of former German grantees with a group of Germans who had either accepted awards or been designated as alternates, but who had not participated in the program. The presumption was that since the grantees and "eligibles" were similar in many important respects, differences revealed after the exchange experience might be attributable to that experience. The program was discovered to have been effective in each of the five areas, although to an unequal degree. The field in which the most marked change occurred was that of awareness of the attainments of other countries, particularly the U.S.

Interviews with Six Brazilians who Came to the United States Under the International Exchange Program. February 1952. 30 pp.

This study, closely resembling that of the Mexican teachers made by the same organization in 1953, records the responses of 6 Brazilians of varying occupations and ages (5 out of the 6 were in their 30's) to questions concerning their attitudes toward the U.S., their roles as spokesmen for the U.S. after returning to Brazil, their professional and personal profits gained from the U.S. grant, and their evaluation of the exchange program. These interviews are described as a means of pretesting the questionnaire.

Interviews with Twenty Mexican Teachers to Help Evaluate the Teacher Exchange Program. June 1953. 95 pp.

This study explores the effects of a trip to the U.S. on the professional careers and attitudes toward the U.S. of 10 Mexican secondary school teachers and attempts to compare their political opinions with those of 10 other Mexican teachers who presumably had not visited the U.S. (although it was discovered during the interviewing that, in fact, all but 2 in the latter group had been to the U.S.).

International Research Associates, S.A. de C.V., Mexico City. A Study of Reactions to the State Department Exchange Program Among Returned Mexican Grantees. January 1959. 136 pp.

Information collected in interviews with 151 Mexicans (67% of the total) who had participated in the educational and cultural exchange program since its inception formed the basis of this study. Students composed 23% of the group. The study included information related to the grantee's environment before coming to the U.S. and the way in which the experience was utilized upon return. A large majority (87%) said their stay in the U.S. was "very enjoyable" and about half appear to have improved their professional status since returning to Mexico.

International Research Associates, Inc., New York. Italian Exchangees:  
A Study in Attitude Change and Diffusion. March 1955. 39 pp.

This study was based on information collected in interviews with 205 returnees, 177 eligibles, 185 associates of returnees, and 184 associates of eligibles. It was similar in design and purpose to earlier studies in Brazil and Germany, and also strikingly similar in its findings, despite the marked differences in political and cultural realities, time, grantee categories and program substances. The three studies taken together seem to have established several points about how the exchange experience affects the attitudes of grantees from Western countries.

The Thai Student Exchange: An Evaluation Report. August  
1955. 122 pp.

This study was directed specifically to evaluating the effectiveness of the State Department program for Thai grantees. Interviews were conducted with 35 returnees in Thailand, 62 Thai students in the U.S., most of whom were not sponsored by the U.S. Government, 50 Thais who had also studied in the U.S. but not with U.S. sponsorship, and 84 Thais and Americans in Thailand in a position to furnish information on the operation of the program. The report contains 14 specific recommendations and suggestions for program improvement.

Michigan State University, East Lansing. Greek Fulbright Research  
Project: A Study in Cross-Cultural Education. June 1956. 143 pp.

This study was based on personal interviews with some 100 student, teacher and professor returnees in Greece during 1954-1955. The majority had overwhelmingly favorable attitudes toward American life. As a group, the exchangees were regarded as having become pro-American for the rest of their lives.

International Educational Exchange: An Assessment of Professional and Social Contributions by American Fulbright and Smith-Mundt Grantees 1947-1957. (Appendix: Publications and other Accomplishments Resulting from Fulbright and Smith-Mundt Awards to Americans in Forty-one States and Territories.) July 1960.

This study was undertaken with the same purposes and was an expansion of the previous 1958 report on the impact of American students overseas and in their home communities. It is based on questionnaires submitted by 5,322 or 65% of the 8,392 Americans who had participated in the educational and cultural exchange programs during the years 1947-1957. Of this sample, 50% were students, 20% teachers, 15% lecturers, 14% research scholars, and 1% specialists. The results of this larger study were closely akin to those of the previous one on mid-western grantees alone.

Research Center for Human Relations, New York University, New York.  
The Effects of an Orientation Program for Foreign Students. July 1957. 310 pp.

This study, composed of nine parts, was designed to compare the attitudes and adjustments of a group of students who attended orientation centers at universities sponsored by the Department of State with those of a group not attending orientation centers of any kind. It was reasoned that salient differences in the adjustment of the two groups would be at least partially attributable to the substantive orientation program. The study compared the two groups' attitudes toward the U.S., their response to the orientation program, their opinions as to the helpfulness of the orientation, and the adequacy of their preparation for American life, including cultural differences between the Asian, Latin American and European students. Results of English language testing were also included, as well as descriptions of the varying orientation programs. This study yielded a number of interesting and significant conclusions, particularly in the sphere of cultural differences and correspondingly different reactions to orientation or the lack of it.

Stanford Research Institute, Menlo Park, California. A Study of a Sample of Foreign Students in the United States. (SRI Project No. IM-3616), 2 Vols. December 1961.

The purpose of this study was to collect information useful in determining the major difficulties and major achievements in foreign student programs in the U.S. Attitudes toward the U.S. were not considered. Instead, attention was paid to orientation programs, academic procedures, extracurricular

activities, and to the personal adjustment of students to their college community. The sample consisted of 440 students from Africa, the Far East, the Near and Middle East and Europe; many, but not all, sponsored by the Department of State. A control sample of 200 American students was used in order to ascertain which problems were common to students in general and not just foreign students. Although this study--as others--suffered from limitations of time and other uncontrollable factors, it has been considered a valuable one by the Department of State.

The United States High Commissioner for Germany, Office of Public Affairs, Bonn, Germany. Dissemination Record of Exchange Categories for Significant Areas of American Life. June 1954. 128 pp.

This survey was conducted in cooperation with DIVO, a German research organization. The sample was drawn from a list of 6500 grantees who had returned home by the end of 1952. A total of 1575 interviews were conducted. The purpose of the study was to collect, on a systematic basis, the kinds of information about the United States that grantees had disseminated in conversations, lectures, and writings in Germany. The single criterion for the measurement of the effectiveness of the program was dissemination of pro-American information. The most striking finding of the study is that grantees in general tend to disseminate favorable information on particular subjects in direct relationship to the adequacy of their observation of the subject.

\_\_\_\_\_. The Exchange of Persons in West Germany. 1951. 89 pp.

This study is out of print and no copies have been retained by the Bureau of Education and Cultural Affairs.

\_\_\_\_\_. West German Receptivity and Reactions to the Exchange of Persons Program. August 1952. 112 pp.

The purpose of this study was to determine the general receptivity of the German public to the idea of learning from other countries through exchange projects, to measure the extent to which the public was aware of the U.S. exchange program, and to elicit reactions to this program. HICOG administered the study in January of 1952, conducting a cross section survey of 1200 adults in the three Western Zones by interviews. The study showed the general attitude of the German public toward the exchange program, and the extent and manner in which the reputation of the program impinges upon German consciousness. It did not, however, examine intensively the effects of the program.

University of Hawaii, Honolulu (Department of Sociology). The Evaluation of the Japanese and Thai grantees of Their Orientation Experiences (Part II). June 1955. 58 pp.

The Selection of the University of Hawaii in 1954 as an institution to provide an orientation program for foreign students raised many questions regarding the desirability of the site for this purpose. This study, based on interviews, questionnaires and other tests, of 35 Asian grantees who participated in the orientation program was designed to evaluate the situation. It found that generally, the students reacted favorably to Hawaii, less favorably to the substantive aspects of the program, and less favorably still to the all-Asian character of the group.

Reactions of Asiatic Grantees to Orientation in Hawaii. (Part I). November 1954. 41 pp.

A follow-up study of 13 of these grantees, after they had completed one semester of work at a mainland university, 13 other Asian grantees who had had orientation at the universities and 8 who had participated in the Experiment in International Living, showed that all of them had adjusted well except in communicating in English. Of the three groups, the Hawaii students were the least successfully adjusted.

University of Helsinki, Finland. Evaluation of Returned Finnish Grantees. Initiated September 1960.

This study determined: a) the circumstances under which Finnish grantees are best able to pursue their studies in the United States; b) the conditions under which they are best able to make use in Finland of learning acquired in the U.S.; and c) the kinds of changes that take place in the students' attitudes and values as a result of having been in the U.S.

University of Kansas, Lawrence Kansas. American Students in France. January 1956. 244 pp.

This study, undertaken by John Gullahorn, concerned: (1) the impact of the exchange experience upon the American students' attitude toward France, America and their own careers, and (2) the impact of the American students upon French opinion of America. The study was based on interviews with 205 American students and 161 French citizens and upon completed questionnaires from 401 American students, of which 145 were Department of State grantees. Among other interesting findings, this study discovered seven stages in the adjustment of the American student to the French social and university environment and made recommendations designed to prepare the American student more adequately in order that the adjustment process might be hastened.



(Department of Sociology). Professional and Social Consequences of Fulbright and Smith-Mundt Awards to Americans (Part I), 216 pp. and Publications and Other Accomplishments Resulting from Fulbright and Smith-Mundt Awards to Americans in Nine Midwestern States. (Appendix I), June 1958. 116 pp.

This study was undertaken to determine: 1) the impact of American grantees and their families on their overseas hosts; 2) their influence in American educational institutions and communities after their return to the U.S.; and 3) their influence on their host countries after their return. It was conducted by interviews with 182 former American grantees in 9 Mid-Western states and questionnaires from the remaining 803 grantees in that same area who could be located. Supervisors of the returnees, 103, were also interviewed. Grantees were almost unanimous in stressing positive experience; most of them stating that their interest in international affairs had been greatly increased, that they had gained considerable perspective on the U.S., and felt more sympathy toward their host countries.

University of Michigan, Ann Arbor. An Evaluation of the Operational Effectiveness and the Results of a Pilot Project for Foreign Specialists in Mass Communications. In progress.

Brandeis University, Waltham, Massachusetts, conducted a special seminar for radio, television, press and other foreign specialists in mass communication from 15 countries. Dr. H.C. Kelman of the University of Michigan is conducting an evaluation of the effectiveness of the special seminar. The relative strengths and weaknesses of the project will be identified; attitudes, reactions and changes expressed by the foreign specialists during their participation in the projects will be described, as well as the results of the participation manifested after return to their home countries.

The Woodrow Wilson School of Public and International Affairs, Princeton University, Princeton, New Jersey. Cultural Contacts Project (3 Vols.) An Evaluation of the Longtime Effects of International Educational Exchange in Belgium. Vol. I, 208 pp.; Opinions Belges, Vol. II, 219 pp.; Summary and Conclusions. Vol. III, 67 pp.; 1951.

The purpose of this study was to test the long-term effect of cross-cultural education upon Belgian returnees, particularly its impact on attitudes toward the U.S. The group under study consisted of 634 Belgian returnees, including 468 who had participated in the Belgium-American Foundation Program, and 37 Fulbright-Smith Mundt scholars. Data was collected in Belgium by interviews, questionnaires, and observation. Part I centered upon responses of returnees from the U.S. Part II added those returnees from the U.K. and Belgium who had remained at home. This latter

study provided a base for a comparison of attitudes toward the U.S. Part III--Summary and Conclusions--did not yield conclusive evidence that U.S.-educated Belgians possessed substantially more favorable attitudes toward the U.S. than the other 2 groups, although a comparison of responses to certain questions revealed such attitudes to exist. For instance, although France was the first choice of all respondents as the country to which they would emigrate if they could not remain in Belgium, the U.S. was decisively the first choice of the exchangees who had been there.

U.S. Advisory Commission on International Educational and Cultural Affairs.

(1) Reports.

American Studies Abroad. Prepared by Walter Johnson. July 1963. 66 pp.

A Beacon of Hope--The Exchange-of-Persons Program: A Report from ...The U.S. Advisory Commission on International Educational and Cultural Affairs, April 1963. Washington, D.C.: U.S. Government Printing Office, 1963. 65 pp.

This reprint of the first report of the U.S. Advisory Commission on International Educational and Cultural Affairs to Congress as required by PL 87-256 of 1961, distributed in 30,000 copies, evaluates "the activities of a reasonable representative cross section of past recipients of aid," that is, upon the activities of the people who had visited the U.S. on Department of State grants since the beginning of the Department's world-wide educational and cultural exchange program. This publication is probably the most broadly based summary survey of the exchange program, being based on the INRA study requested by the Commission.

A Proposal for the Coordination of the Exchange of Persons Programs of the International Educational Exchange Service and of the International Cooperation Administration. (Morrill Report). May 1, 1956.

A Report to Congress on the Effectiveness of the Educational and Cultural Exchange Program of the United States Department of State. March 29, 1963. 60 pp.

Report of the U.S. Advisory Commission on International Educational and Cultural Affairs on the East-West Center. Prepared by Roy E. Larsen and Dr. James Davis. March 1964. 43 pp.

A Report on the Strategic Importance of Western Europe,  
Washington, D.C.: Government Printing Office, September 1964. Washington.

This report prepared by Walter Adams evaluates  
U.S. exchange programs with Western Europe.

The Second Annual Report to the Congress from the United States  
Advisory Commission on International Educational and Cultural  
Affairs, August 1964. 22 pp.

Semiannual Reports on Educational Exchange Activities.

This bound volume covers the period from  
July 1, 1948 to June 30, 1961. The Reports  
appear in the form of Congressional Documents.  
The appendices which accompany most of the  
Documents contain special papers written by  
members of the Commission and its staff which  
may or may not have appeared as a book or pam-  
phlet. Such other special studies as were re-  
quested and published before June 30, 1961,  
are not included in this bibliography because  
of their appearance in this volume. This  
compendium of semiannual reports is available  
in the library of the Department of State,  
Washington, D.C. and in the Library of Congress.

A Sequel to A Beacon of Hope--The Exchange-of-Persons Program:  
A Report from...The U.S. Advisory Commission on International  
Educational and Cultural Affairs, August 1964. Washington,  
D.C.: U.S. Government Printing Office, 1964. 33 pp.

Information from this reprint of the second  
annual report of the Commission was obtained  
primarily from U.S. overseas posts and from  
principal departmental officers immediately  
concerned with the exchange program.

Trading Ideas with the World: International Educational and  
Technical Exchange. March 1949. 88 pp.

This was the first attempt of the Advisory  
Commission to outline on a country-by-country  
basis the total U.S. effort in the field of  
international and technical cooperation. It  
contains information on the operation of the  
educational and technical exchange program  
for the period 1948-June 1949 with particular  
emphasis on Latin America and describes briefly  
the purpose, nature, and scope of the U.S.  
Information and Educational Exchange Act of 1948.

Two Way Street: International and Technical Exchange in the  
Fiscal Year 1950. June 1950. 119 pp.

This second report by the Advisory Com-  
mission covered the U.S. Government's  
educational exchange activities for the

period July 1949-December 1950. It describes not only the educational exchange activities conducted by the State Department but also the operations of other Federal agencies administering parts of the exchange program and related activities of the Department of the Army and the Economic Cooperation Administration. It further stresses the role of the private sector in the exchange program and describes the link between government and private programs.

(14) Sponsored Research

Bureau of Social Science Research, The American University.  
Census of Influence after Visit to the United States. 1955.

\_\_\_\_\_. Cross Cultural Education and its Impacts. 1954

Bennington College, Bennington, Vt. A Study of European Student Grantees who have returned from United States. 1958.

Central Research Agency, Tokyo. Evaluation of the Fulbright Program in Japan. 1957.

Donahue, Francis M. Greek Fulbright Research Project: A Study in Cross-Cultural Education. 1956.

University of Hawaii, Honolulu. Hawaiian Orientation Study. 1954.

Institute for Research in Human Relations. An Analysis of Attitude Change Among German Exchangees; Final Report. 1951.

International Information Administration (Evaluation Staff).  
Development of Attitude Scales for the International Exchange Service. (No date).

International Research Associates, Inc., New York City. The Effectiveness of the Exchange Program: A Study in Twenty Countries in all Regions of the World. Vol. I. November 1962. 162 pp., Vol. II, December 1962. 200 pp.

The research for this study was carried out in the summer of 1962 among individuals who received grants for study, training or observation in the United States and among persons knowledgeable about the exchange program. A total of 3,842 persons was interviewed by questionnaire and in person. The study reflects a large variety of reactions on the part of former grantees toward various aspects of American life presented in such a way as to provide possibilities for correlations. The study concludes that the programs have been highly effective in their traditional objective of achieving mutual understanding among people. Foreign visitors were impressed most with the American people themselves-impressed with them

as human beings, with their generosity, their capacity for hard work, their openness and so forth. However, they were, on the whole, less impressed with our educational, political, and economic system. Country studies upon which these volumes were based appeared subsequently for: Britain, Chile, Colombia, Germany, Ghana, India, Japan, Malaysia, Nigeria, the Philippines, Rhodesia, Sweden, South Africa, Tanzania, Thailand and Turkey. The findings of this study eventually became a report by the Advisory Commission called A Beacon of Hope, one of the most comprehensive and thorough reports ever made by a United States Government agency on the effectiveness of the State Department's educational and cultural exchange programs.

International Research Associates, S.A. de C.V., Mexico City.  
Opinions and Attitudes of Mexicans Who Have Participated in the Educational Exchange Program (IES) Since 1952. 1959.

Laves, Walter H.C. Toward a National Effort in International Educational and Cultural Affairs. (U.S. Department of State Publication 7238). Washington, D.C.: U.S. Government Printing Office, 1961. 82 pp.

Yamamura, Douglas. Reaction to Orientation in Hawaii. 1955.

3. Bureau of European Affairs, Soviet and Eastern European Exchanges Staff.  
Report on Exchanges with the Soviet Union and Eastern Europe. (No. 19).  
July 1, 1962. 36 pp.

This is a detailed semi-annual report of activities pursuant to U.S. Exchange agreements with the Soviet Union, Poland, Czechoslovakia, Hungary, Rumania, and Bulgaria. It includes a list of specific individuals and projects involved in the exchanges. Similar reports covering the last half of 1962, 1963, and 1964 (Nos. 20-23) are also available.

A Summary Report on the United States Exchanges Program with the Soviet Union. April 18, 1964. 18 pp.

This is a brief summary of the organization and implementation of the U.S.-U.S.S.R. exchange program between 1958 and 1963, by which 5,495 Americans had traveled to the Soviet Union and 4,646 Soviet citizens had come to the United States. A brief description of the fourth exchange agreement, signed on February 22, 1964, is also included.

4. Bureau of Intelligence and Research

- a. External Research Staff

African Students at Soviet Universities. (Policy Research Study).  
April 1964. 26 pp.

This study by Jane B. Webbink of Harvard University traces the development of Soviet scholarship programs for African students from its initiation in 1956 through 1964. It discusses the establishment of a separate "Peoples' Friendship University" for foreign students in 1960, and records the experiences of African students in the U.S.S.R. The study concludes that the need for education and lack of facilities in Africa will bring African Students to Soviet and other universities within Communist countries in spite of certain drawbacks. Bibliography included.

Education in Communist China. A Selective List of Books, Pamphlets and Periodical Articles on the State of Education in Mainland China, 1953-1963. (Research Paper 150). 1964. 10 pp.

U.S. Exchange and Training Programs for Foreign Women. (Policy Research Study) December 1963. 51 pp.

This is a descriptive and statistical analysis--based on the data available--of the participation of foreign women in the educational and training programs of all U.S. agencies sponsoring or arranging such programs.

b. Office of Research and Analysis for the Soviet Bloc.

Educational and Cultural Exchanges Between Communist Countries and the Free World in 1963. (RSB-85) November 4, 1964. 17 pp.

This is a summary of the world-wide educational and cultural exchange activities of Communist countries in 1963, stressing the sharp increase in exchanges with African nations and the emergence of Communist China as an active participant. Detailed statistics of academic student exchanges are presented for 1962 and 1963.

Highlights of 1963 Developments in Educational and Cultural Exchange between Free World and Communist Countries. April 17, 1964. 27 pp.

Bureau of International Organization Affairs. Inventory of Grants for Science and Technology by U.S. Government Agencies, UNTA, Special Fund, Ford, Kellogg and Rockefeller to Latin American Countries During 1960-1962. December 1963. 277 pp.

Lists the type of grant and cost for each of the 19 Latin American recipients under the main heading of the Donor for the years 1960, 1961, and 1962.

Bureau of Public Affairs. Programs of International Cultural Cooperation and Technical Exchange of Agencies of the U.S. Government and Related International Organizations. A Report by Francis J. Colligan, Special Assistant to the Assistant Secretary of State, Bureau of Public Affairs November 1957. 144 pp.

Supplement: Agencies of the U.S. Government and Related International Organizations Engaged in International Cultural Cooperation and Technical Exchange, An Annotated List. 144 pp.

This report contains a description of the then current programs of U.S. agencies relating to international cultural affairs, the relationships of these programs to the Bureau of Public Affairs, specific recommendations as to the coordination of these programs, and general conclusions. The supplement, although it did not include programs then considered outside the purview of "cultural affairs," such as the DOD foreign military trainee program, is still perhaps the most comprehensive, if dated, listing of U.S. and U.N. agencies and their programs.

Agency for International Development.

1. Staff Reports, Surveys, and Evaluations.

AID and the Universities. Report to the Administrator of the Agency for International Development. April 1964. 51 pp.

This report is the result of a special task force established by John Gardner, President of the Carnegie Corporation, at the request of AID Administrator David E. Bell, in July 1963. It covers the university's role, the AID-university relationship, participant training, research, contracts, personnel and training, and organization in a manner both critical and constructive and concludes by recommending that new units be established, one within and one outside of the Agency, in order that technical assistance may be facilitated in the future.

AID and U.S. Voluntary Agencies...the Growing Partnership. 1963 22 pp.

Contract Program in Research and Analysis: Objectives, Organization, Program Scope, Proposal Submission. April 7, 1964. 18 pp.

Describes the contract program of the Office of Research and Analysis under the leadership of Science Director F. J. Weyl and in conjunction with the Research Advisory Committee of eminent scientists who advise the Administrator of AID. The emphasis here is on research on human resources and on the techniques, organization and administration of education and training programs, especially studies on how to gear an educational system to the national needs of developing countries.

Evaluation of the Technical Training Program in United States Foreign Aid. December 1964. 125 pp., 44 tables.

A special interim report prepared by Forrest E. Clements (Office of International Training, AID) and Albert E. Gollin (Bureau of Social Science Research, Inc., Washington, D.C.), for the meeting of the Development Assistance Countries (DAC) scheduled in Paris early

in 1965. Explains the background and techniques and analyzes selected results of the 1962-63 Participant Training Program evaluation survey.

Evaluation Survey of the Participant Training Program of the Agency for International Development. Paper prepared for the annual meeting of the American Orthopsychiatric Association, Washington, D.C., March 1963.

The Agency for International Development of the State Department is engaged in an evaluation survey of foreign nationals who were sent abroad under the foreign aid program for special training. Major objectives are to assess the value of this training to the returned participant and to his country, to measure the degree of utilization of this training in job performance and in disseminating it to others, and to identify weaknesses in the program for remedial action.

Report on Participant Training, Fiscal Year 1963. 34 pp.

A brief summary for general public distribution.

Training for Development: AID Participant Training for Social and Economic Development of Cooperating Countries. Third Edition, 1963. 24 pp.

An explanation of the purposes, potential, and methods of the participant training program which brings key personnel from underdeveloped nations to the United States for study and training in skills vital to development. Available from the Information Staff of the Agency for International Development, Washington, D.C.

Training for Leadership and Service. Proceedings of the National Conference on the International Training Programs of AID, June 25-26, 1962. 88 pp.

Out of print.

A Two-Way Street: Benefits Accruing from the International Training Programs of AID. 1963. 48 pp.

Copies available from AID.

## 2. Agency Sponsored Research on Contract.

The American Institute for Research, Washington, D.C. A Pilot Study of Participant Training in the United States. June 1963. Vol. I. Executive Report. 28 pp., Vol. II. Technical Report. 56 pp.

These reports attempt to evaluate the Participant Training Program of the Agency for International Development under which some 6,000 foreign nationals visiting the U.S. each year are given various kinds of training. This evaluation is based upon data collected from 41 organizations which cooperate in the



Participant Training Program and share its administration problems. Suggestions for improvement are included.

Bureau of Social Science Research, Inc., Washington, D.C. Overseas  
Evaluation of the Participant Training Program.

This evaluation study, based on country surveys, was undertaken in June of 1962 by the International training Division of AID to determine the extent to which the participant training program is meeting its objectives and to serve as a basis for the improvement of future training programs. The surveys were based on interviews with returned participants and are being conducted in all countries in which AID or its predecessor agencies financed substantial training activities. AID field offices either conducted the interviews or contracted the work to available firms. The Bureau of Social Science Research is processing the data thus collected for a global survey (still in progress). The Bureau also assisted in the development of procedures and in field training. Country surveys already completed are the following: Greece, Korea, Republic of China, Thailand, Chile, Ecuador, and Nicaragua. These surveys are available from the FAR Documentation Center, External Research Staff, U.S. Department of State.

- \_\_\_\_\_. Report on Evaluation Survey of Participant Training. [Brazil]. 1963. 239 pp.
- \_\_\_\_\_. The Participant Training Program in Costa Rica. 1963. 116 pp.
- \_\_\_\_\_. The AID Participant Training Program in Sudan, An Evaluation Study. 1963. 121 pp.
- \_\_\_\_\_. Plan for Evaluation Concurrent with Participant Training.

This contract calls for the convening of a seminar of outstanding American behavioralists to discuss what might be the most effective means of "de-briefing" AID participants before their departure from the United States. Interest will focus upon orientation problems experienced by the participants, their attitude toward the U.S., and their inclination to carry with them an innovating spirit helpful to the economic and social development of their home countries.

International Research Associates, S.A. de C.V., Mexico City. A Study of reactions to the I.C.A. exchange program among returned Mexican grantees. 1959.

This entry is included as an example of the type of evaluation surveys undertaken by predecessors of AID. A complete collection of such materials is maintained by the Office of International Training. These reports were undertaken sporadically and without standardization in methodology.

e Department of Defense.

Memorandum and Reports.

Committee on Educational Interchange Policy, Institute of International Education. Military Assistance Training Programs of the U.S. Government. (CEIP Statement No. 18). July 1964. 25 pp.

An excellent description of the military assistance training program undertaken by the CEIP to round out its previous studies of U.S. educational-exchange activities. The Department of Defense cooperated with the Committee in the writing of this report, and references to DOD and other government materials made in it provide helpful suggestions for the research worker seeking further information.

The Secretary of Defense. Memorandum for Army, Navy, Air, Force, ISA, M, and Commanders of Unified and Specified Commands. "An Information Program for Foreign Military Trainees and Visitors in the United States." September 13, 1963. (Mimeographed).

This DOD directive might be called the formal commencement of a regular program of non-military education for foreign military trainees in the U.S. It prescribes 9 objectives of an information program to complement formal military training and orientation courses, among them knowledge of American governmental institutions, including the judicial system and the two-party system. Policy underlying the memorandum is described as the necessity of giving foreign trainees and visitors "a balanced understanding...of U.S. society, institutions and ideals... to complement and strengthen the strictly military side of their experience while in the U.S." The text of this memorandum is included in the House document on the hearings held by the Foreign Affairs Subcommittee in January 1964.

Training of Foreign Nationals under MAP. Annex E, Composite Report of the President's Committee to Study the U.S. Military Assistance Program. May 1959.

Wood, General Robert J. (Director MAP, USA, Office of Assistant Secretary of Defense for ISA). "Why Invest in the Military Assistance Program?" National Defense Transportation Journal (November/December 1963), pp. 11-13.

Summarized the costs and programs of the MAP effort in terms of justifying it to Congress and the Public. Discusses training of foreign military personnel in terms of improving indigenous forces overseas (conceived as being replacements for American soldiers in case of conflict with Communist world).

2. 1970.

Training of Foreign Personnel by the U.S. Army. Change 1, AR 551-50, February 5, 1964.

United States Training Programs for Central American Military Personnel. Partial statement by Lt. Gen. Andrew P. O'Meara, U.S. Army, Commander in Chief, JUSCOUTH, before the Committee on Foreign Affairs, House of Representatives, in Hearings of the Foreign Assistance Act of 1963, May 15, 1963.

Poses the perennial question of whether military assistance is desirable or undesirable in Latin America and whether in fact, such assistance leads to dictatorships rather than to strengthening of democracy in the Western World. Argues that since the military plays a role in Latin America, it doesn't matter whether that role is good or bad as far as recognizing and dealing with it as a fact is concerned.

3. Navy. Personnel Research Activity, Personnel Research Division, Bureau of Naval Personnel.

Frankfurt, L.P., J.J. La Gaipa, A.S. Glickman, and F.L. Harmon. English Language Training of Allied Students I: The Allied Student at U.S. Navy Schools. Task Assignment BF - 017-03-011.4W. RS 62-20. June 1962.

Frankfurt, L.P. English Language Training of Allied Students II: Preparation of Allied Students Before Training at U.S. Navy Schools; Practices in Italy, Greece and Turkey. Task Assignment BF - 017-03-011.4W. RS 62-21. July 1962.

4. Air Force.

a. Reports.

Evaluation Division, Assistant for Mutual Security, Deputy Chief of Staff, S & L Headquarters, USAF. Information and Guidance on Military Assistance. Eighth Edition. June 1964. 127 pp.

Although only partially concerned with the military trainee program, this report is useful as a legislative history of the Military Assistance Program of which training of foreign nationals in the U.S. is a part. It contains the text of the Foreign Assistance Act of 1961, an index to the Act and the Executive Order under which its programs were carried into execution. The report also contains a bibliography of selected international agreements associated with Military Assistance as of January 1964.

Paul, Norman S. Remarks of the Honorable Norman S. Paul to Members of Allied Officer Familiarization Course. Maxwell Air Force Base, Alabama, August 28, 1964.

Describes Air University purpose and work and its second objective" of intercultural understanding. Runs through points of DOD "information objectives" made to foreign air force officers, at the completion of their orientation and beginning of principal training.

Sinauer, Ernst M. Training of Foreign Nationals in the United States by the Department of Defense: The Role of Communication. Prepared with the assistance of the Behavioral Sciences Division, Air Force Office of Scientific Research. August 1964. 57 pp., plus appendices.

This report discusses the communication programs for foreign trainees brought to the U.S. by the Department of Defense, the Department of State, The Agency for International Development, and assisting government agencies. However, in the conclusions and recommendations, only the military program is treated. Emphasis is on the need to separate foreign military trainees from Americans at military schools so that language barriers will not prevent their absorption of course content.

- b. Studies Sponsored by the Office of Scientific Research, Behavioral Sciences Division.

Nehnevjsa, J. (University of Pittsburgh). Comparative Impact of Attitudes of Actual Versus Anticipated Events. January 1965.

An investigation of the comparative impact on anticipated versus actual events of the attitudes of representative samples of foreign graduate students and potential decision makers. Their judgments will be recorded as to the desirability and estimated likelihood of a set of possible outcomes in the present international situation. The impact of air-space developments and achievements of the East-West blocs will be stressed. The investigation is directed toward the construction of an analytical model for foreign elite reaction prediction.

Gannon, Martin and Stanley E. Shively. (University of Pittsburgh). Anticipated Changes in Communist Nations. March 1962.

Part of the Comparative Impact on Attitudes of Actual Versus Anticipated Events study. The research investigates the proliferation tendencies of certain Communist nations. In studying such possibilities of change, samples of parliamentarians and students from France, Germany, India, Japan, Spain, Brazil, and Finland were interviewed. The opinions of 1316 respondents (616 parliamentarians and 700 students) are analyzed in this report.

Shively, Stanley E. (University of Pittsburgh). Perceived Economic and Military Strength of Nations. February 1962.

Part of the Comparative Impact on Attitudes of Actual Versus Anticipated Events study. Samples of legislators and students from Brazil, Finland, France, Germany, India, Japan, and Spain were questioned about the current strongest, second strongest, and third strongest nations in terms of economic and military strength and the predicted power distribution five years from now.

Walton, D. Michael. (University of Pittsburgh). Anticipated Change of Non-Communist Nations Toward Communism. January 1962.

Part of the Comparative Impact on Attitudes of Actual Versus Anticipated Events study. This report deals with propensities on the part of nations to shift from one major ideological posture to another one. The respondents, students and legislators from Brazil, Finland, France, Germany, India, Japan, and Spain, were interviewed about general likelihood and desirability of such changes in the United States and their own country. The respondents were then provided with a list of non-Communist nations and asked to state which one of the countries might become Communist in the future either voluntarily or by force.

. Explorations in Personal and National Efficacy. January 1962.

Part of the Comparative Impact on Attitudes Versus Anticipated Events study. This report deals with the effect that individuals, nations, and groups of nations are seen as having on national and world events. Respondents from Brazil, Finland, France, India, Japan, and Spain (legislators and students) were interviewed about their perception of their own efficacy, the efficacy of their own nations, and the efficacy of an additional list of nations and groups of nations.

Wheatley, Charles W. Comparative Study of Personal and Perceived National Ideologies. May 1961.

Part of the Comparative Impact on Attitudes of Actual Versus Anticipated Events study. The report is concerned with the problem of how citizens of contemporary societies relate to their countrymen, to their nations, and to other nations in ideological terms. Indices of ideological orientation were obtained for each respondent group of Finnish and Brazilian students and legislators with respect to each nation. Subjects were then characterized as being either in agreement or disagreement with their national ideology. The approach represented is reviewed as an initial step in assessing the ideological constitution of particular nations and their citizenry on a replicable basis.

United States Information Agency.

1. Staff Research.

The Agency in Brief. (Summary of Laws and Regulations, Historical Development, Organization and Mission, Agency Operations, Program and Budget, Agency Installations, Biographies of Key Personnel, Description of Major Activities). January 1964.

Office of Research and Evaluation, USIS, Taiwan. Reactions of Returned Chinese Grantees to the Educational Exchange Program. June 1961.

This study of 65 of the 131 Chinese grantees who had returned to Taiwan from 1951 to 1961 included 21 leaders, 13 specialists, and 31 Fulbrighters (teachers, lecturers, and research scholars as well as an unspecified number of Students. The Fulbright group was considerably less satisfied with its American experience than the other two groups. Lack of time, preparation, and language fluency appeared to be the main difficulties. The majority reported that they had not been able to use their new knowledge very well.

2. Contract Research of Private Individuals and Institutions.

American University. Bureau of Social Science Research. An Analysis of First Reports from Foreign Exchange Students, Academic year 1951-52. (IEV.E.5) 1953.

This is part of a continuing contract for "Analysis of raw data and field reports as submitted."

British vs. American Exchange of Persons Activities. (IEV.E.4) 1953.

This is part of a continuing contract for "Analysis of raw data and field reports as submitted."

Census of Influence. (IEV.E.6) April 1953.

This is part of a continuing contract for "Analysis of raw data and field reports as submitted."

Cross-Cultural Education and its Impacts: A Survey of American Recipients of U.S. Educational Exchange Awards Under Public Law 584. (IEV.E.9) December 1953.

Bharagava, K.P. Return Grantee Survey. (IRS. IND. 127) December 1961.

Objective was to assess the attitudes on the part of Delhi district returnees (USIS, USAID and Fulbright) towards forming a returnee alumni association and to obtain their reactions to USIS media. A summary of major findings may be seen at the agency.

Educational Services and Research Center, National Institute of Psychology, Tehran, Iran. An Evaluation of USIS Sponsored Programmes in the United States of America for Iranian Participants. (IRS. IRN. 30) May 1963.

Aim of this study was to appraise the effectiveness of the training programs arranged for the Iranian participants in the United States under the sponsorship of the USIS. It covers the three main phases of the cross-cultural training, pre-departure, sojourn, and return periods. Report may be seen at the Agency, Research and Reference Service, Code 182, Extension 2736.

EMNIT, Bielefeld, Germany. African Students in Germany. (IRS. GYW. 128) February 1963.

Purpose of the survey was to find out how far the study in Communist Bloc countries influences the attitudes of foreign students and furthermore, to see how the attitudes of students who did not study in the Communist Bloc countries could be influenced by other students who did study there. Report may be seen at the Agency.

German Institute for Public Opinion Research, Germany. Evaluation of the Exchange Program in West Germany. (HICOG. GYW.E. 200) June 1954.

. A Study of the Extent and Nature of Exchangee's Contacts with the German Population. (Report No. 221) November 1955.

International Research Associates, New York. Evaluation of International Exchange Experience of Brazilian Grantees. (IEV. BR. 22) June 1953.

Markt und Meinungsforschungs Institut, Vienna, Austria. A Survey of the Department of State Exchange of Persons Program in Austria Conducted from June-August 1953. March 1955.

Social Surveys (Gallup Poll) Ltd., London, England. African Students in Britain - Unstructured Interviews. 1963.

Report contains verbatim accounts of interviews with 29 African students in London, covering the Cold War, the United Nations, politics, and the race question in the U.S. This is a supplement to a previous report on the same topic.

. Attitudes on International Affairs Among African Students in Britain. (IRS. GB. 133) July 1963.

Purpose of the survey was to determine the attitudes of students from Africa South of the Sahara (excluding the Republic of South Africa) towards international affairs. Report may be seen only at USIA, IRS, Code 182, Extension 2159.

United States Department of Agriculture. Annual Summary of Foreign Agricultural Training as of June 30, 1964. Washington, D. C.: International Agricultural Development Service, USDA. (No date). 44 pp.

This is an end-of-year report of the International Agricultural Development Service to the USDA and public. IADS was established as a USDA agency in August 1963 to coordinate all departmental units engaged in technical assistance overseas and agricultural training of foreign participants in the U.S. and territories. The report describes the 1964 agricultural training effort in terms of participants, types of training, institutions involved, and problems encountered. This and preceding summaries appear to be the only publications concerning this part of the AID program sponsored by the USDA.

United States Department of Health, Education and Welfare.

1. Office of Education.

Cotner, Thomas Ewing. Evaluation of Educational Exchange Programs Now in Operation. (Report ACLS-22110). 1963.

Grants-in-Aid and Other Financial Assistance Programs Administered by the U.S. Department of Health, Education, and Welfare. 1963 Edition. 305 pp.

Hauch, Charles C. (Specialist, Comparative Education, Western Europe, HEW). Educational Trends in the Caribbean - European Affiliated Areas. (No. OE-14043). (No date).

This study is available from the Foreign Area Research Documentation Center, Department of State.

International Teacher Development Program 1960-1961: Annual Report to the Bureau of Educational and Cultural Affairs, U.S. Department of State. (OE-14003-61). Washington, D. C.: U.S. GPO, 1962. 71 pp.

International Teacher Development Program 1961-1962: Annual Report to the Bureau of Educational and Cultural Affairs, U.S. Department of State. (OE-14003-62). Washington, D. C.: U.S. GPO, 1963. 57 pp.

Rosen, Seymour. "Preparatory Faculties of Moscow and Kiev State Universities," The People's Friendship University in the U.S.S.R. (Pamphlet No. OE-14073). Washington, D. C.: U.S. GPO, 1962.

Soviet Training Programs for Africans. (Pamphlet No. OE-14079). Washington, D. C.: U.S. GPO, 1963. 13 pp.

Semi-Annual Report on the Teacher Exchange Program January 1, 1963-June 30, 1963. 37 pp.

2. Public Health Service.

Public Health Service Grants and Awards, Fiscal Year 1963 Funds. Part I, Research Grants, 580 pp. Part II, Training Grants, Traineeships, Fellowships, and Research Career Program Award, 330 pp. Part V, Summary Tables for the Extramural Programs, 619 pp. 1963.



"Training for Medical Research: The World Role of the United States,"  
Journal of Medical Education. March 1964.

This article, written by Kelley M. West (Professor of Continuing Education, School of Medicine, University of Oklahoma), presents a thorough review and examination of foreign nationals in the U.S. under the National Institute of Health's supported research and training programs.

- H. Department of Justice. Report of the Attorney General to the Congress of the United States on the Administration of the Foreign Agents Registration Act of 1938, as Amended, for the Calendar Year 1963. April 1964. 223 pp.

### III. PRIVATE RESEARCH ON CROSS-CULTURAL EDUCATION

Books, Monographs, Pamphlets, and Ph.D. dissertations.

Adams, Richard and Charles Cumberland. U.S. University Cooperation in Latin America: A Study Based on Selected Programs in Bolivia, Chile, Mexico and Peru. East Lansing: Institute of Research on Overseas Programs, Michigan State University, 1960.

Adams, Walter and John Garraty. Is the World our Campus? East Lansing: Michigan State University Press, 1960.

African Liaison Committee. Inventory of American Aid to Education in Africa. Washington: American Council on Education, 1962. 236 pp.

American Council on Education. Bulletin on International Education. Issued approximately 8 times a year by the Commission on International Education. \$5.

"The Department of State's Educational Exchange Program," (November 1964).

"Joint University Evaluation of Overseas Program," (October 1964).

Special Report on Federal Programs. Issued monthly by the Commission on Federal Relations. Subscription through Council member institutions only. \$10.

Albert, Ethel M. (University of California, Berkeley). Effects of Intensive Culture Contact on Values: A Study of Africans Resident in Paris. In progress.

Alexander-Frutschi, Marian C., editor. Human Resources and Economic Development. Menlo Park: Stanford Research Institute, 1963.

An international annotated bibliography on the role of education and training in economic and social development.

Andrews, Wade H. and Walter W. Miller. A Survey of the Impact of the International Farm Youth Exchange Program at the Ohio State University. Columbus: The Ohio State University, Department of Agricultural Economics and Rural Sociology, 1956.

Angell, Melvin. A Descriptive Analysis of the Academic Achievement of Selected Samples of Foreign Students from Non-English Speaking Countries at Fresno State College. Fresno: Fresno State College, 1960.

"Application of Psychiatric Insights to Cross-Cultural Communication," Symposium No. 7. New York: Group for the Advancement of Psychiatry, 1961. 47 pp.

Beals, Ralph L. and Norman D. Humphrey. No Frontier to Learning: The Mexican Student in the United States. Minneapolis: University of Minnesota Press, 1957. 148 pp.

A study of the formative socio-cultural influences on the Mexican student in his own country, the aspects of American culture that influence him in the United States and the ways in which his U.S. experience affect his life after he returns to Mexico. It was found that nearly all the Mexican students who come to the United States are atypical, their ideologies very similar to those of American students. Few, however, seem to consider remaining in the United States. There is a strong indication that the returned students are substantially different from other Mexicans and that these differences are partly related to the duration of the students' stay in this country, their age at the time, and the degree to which they participate in American life. Study in the United States seems to be most productive for students well trained in their fields. Other students do not play as important roles nor gain the prestige they expected on their return home.

Beebe, George A. The Foreign Student in the New York City Area. A Final Report of One Year of Study. New York: Greater New York Council of Foreign Students, October 1955. 144 pp.

A study of the community and college services offered to foreign students in the New York City area. The study recommends a number of ways in which these services could be improved; among them, the establishment of a Foreign Student Center and the publication of handbooks for foreign students. It also suggests that research be undertaken on such subjects as costs of living in New York City and employment opportunities for the foreign student, and it urges support for workshops and training programs, foreign student advisers, and teachers.

Bennett, John W., Herbert Passin, and Robert K. McKnight. In Search of Identity. The Japanese Overseas Scholar in America and Japan. Minneapolis: University of Minnesota Press, 1958. 369 pp.

A study of how U.S.-educated Japanese students adjust to differing cultural environments, in the context of Japanese-American cultural relations and the modernization of Japanese society. The authors found that returned students differed greatly in their ability to discover national identity. "Idealist" returnees were found to deviate more from traditional Japanese values than "adjustors," but their deviant behavior was tolerated better than it would have been before the war. No relationship was discovered between the students' changes in attitude due to their U.S. experience and their innovative potential when they returned home. The book urges that intercultural relations programs be evaluated in the proper historical perspective. Many of the results of exchange are due to international relations: to wars, peace, hostility, cooperation, economic assistance.

- Flegen, Theodore C., et al. Counseling Foreign Students. American Council on Education Series VI: Student Personnel Work, No. 15: Washington, D.C.: American Council on Education, 1950.
- Glue, Robert, editor. Cultural Affairs and Foreign Relations. Englewood Cliffs: Prentice-Hall, Inc., 1963. 184 pp.
- Brickman, William W. (Professor of Educational History and Comparative Education, University of Pennsylvania). Foreign Students in the United States. Monograph. New York: College Entrance Examination Board, 1963.
- An analytical bibliography of monographs and reference works.
- The British Council, London, England. Overseas Students in Britain. 1962. 39 pp.
- A brief but informative compendium of facts concerning foreign students in Britain, their sponsors, problems of study, finance, accommodation, preparation for study in Britain, and the educational and service facilities available to them. It also contains a description of the London Conference on Overseas Students, a body composed of private and government representatives which coordinates work for, and stimulates interest in, the well-being of overseas students studying in London. (Affiliate bodies exist in other metropolitan centers in England and Scotland.) Appendices of Tables and Lists support the information.
- Bronfenbrenner, Martin. Academic Encounter: The American University in Japan and Korea. Glencoe, Illinois: The Free Press, 1961 and East Lansing: The Bureau of Social and Political Research, Michigan State University, 1961.
- Brezekinski, Zbigniew, editor. Africa and the Communist World. Palo Alto: Stanford University Press, 1963.
- A comprehensive review of Communist policies toward Africa, including information on cultural exchanges and attempts to influence African students.
- Burger, Josef. Indian Students and American Education. Unpublished Ph.D. dissertation. Department of Political Science, University of Wisconsin, 1964.
- Burnor, Duane, James M. Davis, and Russell G. Hanson. (International Center, University of Michigan). IIE Survey of the African Student: His Achievements and His Problems. New York: Institute of International Education, 1961. 71 pp.
- Butts, R. Freeman. (Director, International Studies, Columbia University). American Education in International Development. New York, Harper and Row, 1963.

Career Patterns of Foreign Students who Received the Ph. D. from the University of Michigan 1941-1961. Ann Arbor: Horace H. Rackham School of Graduate Studies, University of Michigan, 1962. Graduate Study No. 5. 128 pp.

Carey, A. T. Colonial Students: A Study of the Social Adaptation of Colonial Students in London. London: Secker and Warburg, 1956.

Crist, June R., Stuart W. Cook, Joan Havel, and Claire Selltitz. Attitudes and Social Relations of Foreign Students in the United States. Minneapolis: University of Minnesota Press, 1963.

Two controlled field studies comparing foreign students with specified types of experiences in this country with foreign students who had not had these experiences. The outcome is examined in terms of social relationships, social adjustment, and attitudes. Finds that social relationships with Americans are influenced by the type of community and type of college attended by the foreign student, but attitudes are not.

Cieslak, Edward C. The Foreign Student in American Colleges. A Survey and Evaluation of Administrative Problems and Practices. Detroit: Wayne State University Press, 1955. 175 pp.

A study of college administrative policies on the problems of foreign students. The author found many inconsistencies between colleges in admission procedures, evaluation of credentials, and transfer documentation. The most frequent foreign student problems with which administrators had to deal were: (1) financial problems, (2) English proficiency, (3) evaluation of credentials, and (4) orientation and adjustment problems.

Clark, Violet E. W. Cross-Cultural Academic Experience of Ghanaian Students in the United States, 1959-60. Unpublished Ph.D. dissertation. University of Michigan, 1963.

Coelho, George V. Changing Images of America: A Study of Indian Students' Perceptions. New York: Free Press of Glencoe, 1958. Bombay: Osin Publishing House, 1959.

The College and World Affairs. New York: Education and World Affairs, 1964. 74 pp.

Report of the Committee on the College and World Affairs, chaired by John W. Nason.

The College, The University and the Foreign Student. New York: Committee on the Foreign Student in American Colleges and Universities, 1963. 26 pp.

Colonial Students in Britain. London: Political and Economic Planning, 1951. 253 pp.

Coombs, Philip H. Fourth Dimension of Foreign Policy: Educational and Cultural Affairs. New York: Council on Foreign Relations, 1964.

Normack, Margaret and Edward W. Weidner (East-West Center, University of Hawaii). The International Exchange of Teachers and Students. Completed 1964. To be published by Prentice-Hall.

A brief historical and analytical interpretation of the international exchange of teachers and students as it affects governmental and non-governmental programs of the United States.

Jummings, Ivor G. and Ruth C. Sloan. A Survey of African Students Studying in the United States. New York: Phelps-Stokes Fund, 1949. 78 pp.

Davidson, Oluf M. and William H. Sewell. Scandinavian Students on an American Campus. Minneapolis: University of Minnesota Press, 1961.

A study of the academic and social adjustment of 40 Scandinavian students at the University of Wisconsin, 1952-54. The results suggest that "Participation in American life leads to favorable impressions of the United States and that the more favorable the impressions, the more one participates; good academic adjustment not only stimulates participation but also is in some measure the result of participation, and both, in turn, result in more favorable impressions of America and a greater willingness to see American culture traits adopted in the home country. Finally all of these reciprocal influences are reflected in a high level of satisfaction with the sojourn experience."

Dawes, Norman H. (Associate Professor of History, Carnegie Institute of Technology). An Adventure in International Understanding. New York: Asia Publishing Company, 1961.

Dillon, Wilton Sterling (Lecturer, Teachers College, Columbia University). American Intellectual Cooperation with Japanese: Some Recommendations Based on Studies of Japanese Students and Scholars in the United States. New York: The Japan Society, Inc., 1956.

D'Souza, Rev. Herman J. The Adjustment Problems of Indian Graduate Students in American Universities. Unpublished Ph.D. dissertation. Department of Education, Fordham University, 1956.

Dubois, Cora. Foreign Students and Higher Education in the United States. Washington, D.C.: American Council on Education, 1956. (Second printing 1962).

An analysis of the status, potentialities, and problems of international student exchange. One of the books in a series published by the ACE for the Carnegie Endowment for International Peace on the universities and world affairs.

"Some Notions on Learning Intercultural Understanding" in Education and Anthropology, edited by George D. Spindler. Stanford: Stanford University Press, 1955.

Educational Strategists: Educational Planning for Developing Nations, A Program at Stanford University. Stanford: Center for Comparative Education, Stanford University, 1963. 9 pp.

Flack, Michael J. (Associate Professor of International Relations, University of Pittsburgh). Clearinghouses of Information on International Educational Activities. New York: American Council on Education, 1958. Monograph.

A study for the Commission on Education and International Affairs of the American Council on Education.

The Foreign Student: Whom Shall We Welcome? The Report of the EWA Study Committee on Foreign Student Affairs. New York: Education and World Affairs, 1964. 35 pp.

Fox, Melvin J. Foreign Students in American Colleges. (Reprint from College Board Review, No. 346, Winter 1962). New York: Ford Foundation, 1962.

Gagliotti, Arthur F. An Analysis of United States Government Aid to Underdeveloped Countries in Relation to Educational Needs of Such Countries. Unpublished Ph.D. dissertation. Department of Education, New York University, 1962.

Gezi, Khalil Ismail. The Acculturation of Middle Eastern Arab Students in Selected American Colleges and Universities. New York: American Friends of the Middle East, 1959. Monograph. 102 pp.

Greater Washington Council of Organizations Serving Foreign Visitors, International Visitors Information Service. Directory of Organizations Serving International Visitors in the Nations Capital. Washington, D.C.: Meridian House Foundation, 1964.

Lists government and non-government agencies and organizations. Contains Table (D-1) Government Agencies Which Bring Foreign Visitors to the U.S. and Table (D-11) U.S. Government Agencies that provide Services to Foreign Visitors. The bringers of "students" are State, AID, Defense, HEW, NASA. Services are provided for AID, Agriculture, Commerce, F.A.A., Federal Reserve System, HEW, Housing and Home Finance Agency, Departments of Interior and Labor, Library of Congress, National Archives and Records Services, Smithsonian Institute and Treasury. Gives actual offices in charge of training and orientation programs.

Gullahorn, John T. and Jeanne E. Foreign Student Leaders on American Campuses: An Experiment in Cross-Cultural Education. Lawrence: University of Kansas Press, 1958.

Gunderson, Warren (University of Chicago). Effects of Milieu on the Scholar and His Work. Paper prepared for the Annual Meeting, Association for Asian Studies, Washington, D.C., March 1964.

Hagood, David (Princeton, New Jersey). Education and Rural Exodus. Paper prepared for the International Congress on French-Speaking Africa, Washington, D.C., August 17-21, 1964.

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Hart, Henry. Campus India: An Appraisal of American College Programs in India. East Lansing: Michigan State University Press, 1961.

Hassan, Abdel-Bassit. Social Interaction Between Foreign Students and Americans in a Midwestern Community. Unpublished Ph.D. dissertation. Purdue University, 1961.

Considers the foreign students' problems of adjustment, perceptions of the United States, and attitudes toward American Democracy. Includes some recommendations for the improvement of cross-cultural education.

Heft, David (Chief, Exchange of Persons Service, Department of Technical Cooperation, Pan American Union, Washington, D.C.). The Training of Foreign Students: Its Impact on Tensions Among Nations. Paper prepared for the Annual Meeting of the American Orthopsychiatric Association, Washington, D.C., March 1963.

This study, FAR 3700, is available from the External Research Staff, Department of State.

Higbee, Homer D. (Assistant Dean of International Programs, Michigan State University). The Status of Foreign Student Advising in United States Universities and Colleges. East Lansing: Institute of Research on Overseas Programs, Michigan State University, 1961.

Howden, Theodore C. The Impact of International Student Exchange on Foreign Students in the United States. Unpublished Ph.D. dissertation. Yale University, 1962.

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Individual Home Placement Program, 1961. Putney: The Experiment in International Living, 1961.

Ingemann, Frances and Janet Ross, editors. Report of the NAFSA Conference on Southeast Asia, Yale University, New Haven, Connecticut, June 18-19. New York: National Association of Foreign Student Advisors, 1962. (General Series No. 7). 30 pp.



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- \_\_\_\_. African Students in the United States. December 1960.
- \_\_\_\_. Chinese Students in the United States, 1948-55. March 1956. (out of print).
- \_\_\_\_. College and University Programs of Academic Exchange. March 1960.
- \_\_\_\_. Educational Exchange in the Atlantic Area. (in progress.)
- \_\_\_\_. Educational Exchange in the Economic Development of Nations. July 1961.
- \_\_\_\_. Expanding University Enrollments and the Foreign Student. February 1957.
- \_\_\_\_. Foreign Professors and Research Scholars at U.S. Colleges and Universities. October 1963.
- \_\_\_\_. The Foreign Student: Exchangee or Immigrant? May 1958.
- \_\_\_\_. A Foreign Student Program for the Developing Countries During the Coming Decade. June 1962.
- \_\_\_\_. Geographic Distribution in Exchange Programs. January 1956. (out of print).
- \_\_\_\_. The Goals of Student Exchange. January 1955.
- \_\_\_\_. Hungarian Refugee Students and United States Colleges and Universities. March 1957. (out of print).
- \_\_\_\_. Hungarian Refugee Students and U.S. Colleges and Universities: One Year Later. June 1958. (out of print).
- \_\_\_\_. Military Assistance Training Programs of the U.S. Government. July 1964.
- \_\_\_\_. Open Doors 1962: Institute of International Education, Report on International Exchange. 1962. 64 pp.
- \_\_\_\_. Open Doors 1964: Report on International Exchange-Institute of International Education. July 1964. 70 pp.
- \_\_\_\_. Orientation of Foreign Students. June 1956.
- \_\_\_\_. Orientation Program Report: Summer 1961.
- \_\_\_\_. Transplanted Students: A Report of the National Conference on Undergraduate Study Abroad, October 1960, Chicago, Illinois. 1961.

Twenty Years of United States Government Programs in Cultural Relations. September 1959.

United States Medical Training for Foreign Students and Physicians. July 1957. (out of print).

Women in Educational Exchange with the Developing Countries. September 1963.

Jacobsen, Joseph M. A Study of Three Related Research Projects. (NAFSA Publications Research Series No. 3). New York: National Association of Foreign Student Advisors, 1962.

Klinger, M. Robert B. (Counselor, International Center, University of Michigan). A Comparison Between American and Foreign Student Groups on Certain Moral Values. Unpublished Ph.D. dissertation. University of Michigan, 1961.

Knorr, Klaus. (Center of International Studies, Woodrow Wilson School of Public and International Affairs). Foreign Intelligence and Social Sciences. Research Monograph No. 17. Princeton: Princeton University Press, 1964.

This study, FAR 4654, is available from the External Research Staff, Department of State.

Lambert, Richard D. and Marvin Bressler. (Assistant Professors of Sociology, University of Pennsylvania). Indian Students on an American Campus. Minneapolis: University of Minnesota Press, 1956. 122 pp.

The thesis of this book is that the major determinants of Indian students' experiences in the United States lie in India. It is the cultural characteristics of the student himself which determine the way he interprets his experience in the United States. The authors say that if these students are to learn to understand Americans they must be encouraged to participate in rather than observe American life, and that measures which increase understanding of the two cultures will do more to increase the value of exchange experiences than extensive program manipulation.

Laves, Walter H. C. and Charles A. Thomson. Cultural Relations and U.S. Foreign Policy. A New Dimension in Foreign Relations: Education, Science, Art, Technical Skills. Bloomington: Indiana University Press, 1963.

Lee, Muna and Ruth McMurray. The Cultural Approach: Another Way in International Relations. Chapel Hill: University of North Carolina Press, 1947.

Lesser, Simon O. and Hollis W. Peter. "Training Foreign Nationals in the U.S.," Some Applications of Behavioral Research. Paris: UNESCO, 1957. 46 pp.

Lippitt, Ronald and Jeanne Watson. Learning Across Cultures: A Study of Germans Visiting America. Ann Arbor: University of Michigan Press, 1955.

This study, of the impact of the U.S. training program on German visitors, found that the Germans exhibited strong emotional tensions, particularly in the early part of their visit. They maintained the authoritarian

attitudes and emphasis on achievement and status which is typical of the traditional German personality. Initial criticism of the United States was not reduced during their stay, and new areas of disapproval developed. Generally their attitude toward the United States changed less than their attitude toward Germany and the rest of Europe.

Zipet, Seymour Martin. (University of California, Berkeley). Changing Roles of Youth in Developing Nations. Report on an Interagency Research Conference on International Education, held May 25, 1964, Howard University. 33 pp. This study, FAR 3733, is available from the External Research Staff, Department of State.

. The Political Behavior of University Students in Developing Nations. Paper prepared for the UNESCO Conference on Students and University Education in Latin America, Bogota, Colombia, July 13-19, 1964. 60 pp. This study, FAR 4500, is available from the External Research Staff, Department of State.

. Research Problems on Youth and Education in Developing Countries. Report on an Interagency Research Conference on International Education, held May 25, 1964, Howard University.

Livingstone, A.S. The Overseas Student in Britain. Manchester, England: Manchester University Press, 1960.

Long, Lewis McClellan. The Brazilian Student in the United States: A Study of Psychological Change. Unpublished Ph.D. dissertation. Harvard University, 1956.

Loomis, Charles P. and Edgar A. Loomis. Acculturation of Foreign Students in the U.S. East Lansing: Michigan State College Social Research Service, 1948. 34 pp.

An evaluation of the cross-cultural education process using studies of programs bringing Latin American students to the U.S. for one year periods. It was found that the trainees preferred U.S. tendencies to "deal with problems scientifically," "to regard the dignity of labor," and "to value punctuality highly." They liked "the great importance of the middle class" in the U.S. but found the treatment of Negroes unsatisfactory and left the country with less respect for the morals of American women.

Melby, John F. and Elinor K. Wolf. Looking Glass for Americans: A Study of the Foreign Students at the University of Pennsylvania. Philadelphia: National Council on Asian Affairs, 1961.

Métraux, Guy S. Exchange of Persons: The Evolution of Cross-Cultural Education. New York: Social Science Research Council, 1952. Pamphlet No. 9. 53 pp.

Historical review of student exchanges, with emphasis on those involving the United States.

Willikar, Max P. (Professor of Economics, Massachusetts Institute of Technology). Memorandum on an International Youth Service. Cambridge: Center for International Studies, Massachusetts Institute of Technology, 1960. Monograph.

Montgomery, John D. Induced Elite Change: An Examination of Western Techniques of Artificial Revolution in the Twentieth Century. Paper prepared for the Annual Meeting of the American Political Science Association, St. Louis, Missouri, September 6-9, 1961.

Moore, Forrest G. and Robert E. Forman. The University and Its Foreign Alumni: Maintaining Overseas Contacts. Minneapolis: University of Minnesota Press, 1964.

Norgren, Gordon D. The Adjustment of Nigerian Students in American Colleges. Unpublished Ph.D. dissertation. Department of Sociology, Washington State University, 1964.

Morris, Richard T. (Professor of Sociology, University of California, Los Angeles). Attitudes and Social Relations of Foreign Students in Selected Universities: The Netherlands. In Progress.

Morris, Richard T. The Two-Way Mirror: National Status in Foreign Students' Adjustment. Minneapolis: University of Minnesota Press, 1960.

A study to determine how much the image of their native countries which they believed Americans held, influenced foreign students in their reactions to their American experiences. It was found that the national status which the foreigner felt reflected upon him, away from home, affected the impression of the United States which he himself reflected. Personal status change did not have such an important effect on the student's adjustment. And with the exception of "perceived" national status, communications skills affected interaction patterns more than status factors.

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\_\_\_\_\_. NAFSA Newsletter.

\_\_\_\_\_. Reports on Conferences, Workshops, and Professional Grants for Travel.

\_\_\_\_\_. Reports on Teaching English as a Foreign Language.

\_\_\_\_\_. Research Series (Summaries and Abstracts of relevant research).

Nelson, Robert L. The Use of Psychiatric Facilities in a University Setting by Foreign Students. Cambridge: University Health Services, Harvard University, 1956. 6 pp.

The Organization of the Arab Students in the U.S.A.: Yearbook, 1961.

Program of Scientific Collaboration Between the 6th Section of the Ecole Pratique des Hautes Etudes, the Academy of Science, and the Ministry of Higher Education of Poland Within the Framework of the Program of Cultural and Scientific Exchanges Between France and Poland From 1957 to 1963.

Lists courses and lectures given within the framework of program. This study, FAR 3733, is available from the External Research Staff, Department of State.

- Rathore, Naeem Qul. The Pakistan Student: His Desire to Study in and Pre-conceptions of the U.S., His Problems and Evaluation of His Experience in the U.S. and Upon Return to Pakistan. New York: American Friends of the Middle East, 1957.
- Raushenbush, Esther. The Fulbright Professor Meets the American College. New York: John May Whitney Foundation, 1962. 59 pp.
- Report on Foreign Student Performance. Ann Arbor: Committee on Problems of Foreign Students, Horace H. Rackham School of Graduate Studies, University of Michigan, October 12, 1953.
- Research Center on the Role of Education in Social Change. International Bibliography of Research in the Field of Cross-Cultural Education. Saarbrücken: University of the Saar, Germany.
- Rickers-Ovsiankina, Maria. (Professor of Psychology, Connecticut). An Exploration of the Readiness to Communicate at an International Level in College Students from Seven Countries: United States, Germany, England, Denmark, Japan, Peru, and Italy. In progress.
- Sanders, Irwin T. The Professional Education of Students From Other Lands. New York: Council on Social Work Education, 1963.
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- Sasnett, Martena Tenney, editor. A Guide to the Admission and Placement of Foreign Students. World Education Series. New York: Institute of International Education in cooperation with the American Association of Collegiate Registrars and Admissions Officers, 1962.
- Scalzi, Dante V. (Faculty, Pennsylvania State University). Contribution of the Pennsylvania State University to Latin American Education. In progress.
- Schwantes, Robert S. Japanese and Americans: A Century of Cultural Relations. New York: Harpers, 1955.
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An analysis of the process by which a person changes his self-image when he is placed in a new environment. The authors concluded that: The person most likely to change his self-image by a reorganization of its internal structure is the person who has a stable

background and who finds the experience in the new environment rewarding and involving. The person with the less firmly established self-image is likely to identify with the new environment only temporarily. When a person has some personality quirk which sets up resistance to learning in the foreign environment, the international involvement may be meaningless, and when a person comes with a stable background but never really gets involved in the motivation for his visit, he is only apt to confirm his self-image more strongly.

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Cook, Stuart W., Anna Lee Hopson and Claire Selltiz. "The Effects of Situational Factors on Personal Interaction between Foreign Students and Americans," The Journal of Social Issues, Vol. VII, No. 1 (1956), 33-44. Reprints published by New York University, Research Center for Human Relations.

A study to determine whether the type of campus and the type of living arrangement influenced the amount of contact a foreign student had with American students. It was found that the small college offers the greatest possibility of interaction with Americans, the large university in a small town intermediate possibilities, and the large metropolitan university the least possibility. The extent of interaction appeared to be determined by differences in living arrangements in different colleges and the extent to which the colleges encouraged foreign students to participate in activities where Americans were present.

Cook, Stuart W. and Claire Selltiz. "Factors Influencing Attitudes of Foreign Students toward the Host Country," The Journal of Social Issues, Vol. XVIII, No. 1 (1962), 7-23. Reprints published by New York University, Research Center for Human Relations.

An examination of the factors that make for differing viewpoints of the host country among foreign students. The article challenges the assumption that study necessarily engenders friendly attitudes toward the new country in exchanges. It analyzes the complexity of the problem and calls for more research on the preconceptions of students before the visit abroad and on their attitudes after they return home. This study, FAR R919, is available from the External Research Staff, Department of State.

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A discussion of the varying motives of students, the U S. government, and foreign governments in exchange programs. The author found that exchanges are motivated by curiosity about the U.S., adventure, a desire to learn new skills, the possibility of emigration, and marriage to an American. The students who seem most hostile during the sojourn may be learning the most. It is the author's belief that the goals of the program should be educational, that contributions to peace and economic development are merely fortunate adjuncts to the program.

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Contains an interesting description of the life of the some 200 foreign students allowed to study in Communist China in the fifties. Although all foreign students at that time were from Communist East Europe, the U.S.S.R., and Communist-ruled parts of Asia, their relations with the "Chinese Foreign Student Secretariat" were often embittered, states Goldman, and since 1960, students from Latin America and Africa have replaced the "Europeans."

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A study of the kinds of Americans who interact with foreign students. It was found that social deviants do not interact; the students who do are those who participate in the main stream of campus life and show a general pattern of friendliness. The authors say that it is the degree of criticism that counts, not ideology, interest or conviction. The less critical are the ones who interact most effectively.

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A study of the influence of the group on the behavior of its members in a cross-cultural situation (American Jewish students at an educational institute in Jerusalem). It was found that the stranger in a foreign environment frequently turns to a group of fellow strangers which serves as a powerful reference group. Thus the stranger's attitude to the host society may be determined as much by his interaction with other strangers as by his interaction with the hosts.

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An evaluation of a conscious attempt to form an international outlook among students from many countries at a school in Denmark. It was found that this experience influenced 49.2% of the students toward internationalism;

however, the life of the college which stimulated friendships between students from different countries seemed to be a more important factor in this change than the conscious effort to influence students through lectures, discussions, and study groups. The study concludes that a greater concentration on the study of international relations might help in the formation of a well-integrated attitude on internationalism. Longer courses and students with a knowledge of one common language and with a more uniform educational level might also contribute to this end.

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An analysis of the channels through which a foreign national best learns the customs and ways of conduct of the host country. It was found that: (1) observation was a superior channel for scope of learning; (2) participation was superior in terms of the effectiveness of a given learning situation; and (3) explicit communication seemed the most effective for ease of learning. For inducing durable changes in attitude the three seemed to be effective in the following order: participation, observation and explicit communication.

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An attempt to give some historical perspective to the problem of evaluating educational exchange. "The international exchange of students is largely an act of faith," says the author. "Its ultimate results lie too far in the future for accurate evaluation." This analysis of the earliest Japanese students in America showed that the value of U.S.-trained men to Japanese society was clear, but the effect on Japanese-American relations was harder to assess.

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- A study of the effects of foreign study on the character of the individual Indian, the uses of foreign educational training in India, and the effect of foreign education on cross-cultural relations. It was found that although professional improvement was the primary objective of the students, fewer than 10% of the returned students were being used in the fields for which they were trained, and their attempts to introduce Western technology were limited. Basic changes in personality values and outlook took place with some. Receptivity to change depended on the degree of the student's dissatisfactions. Students most critical of the United States during their stay, eventually became most friendly to the West after their return home.
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## CROSS-CULTURAL BIBLIOGRAPHY

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This section lists alphabetically by country and area those studies on cross-cultural education which pertain to a special geographic area. The letter following the page number identifies the position of the study on the page, i.e., the first entry on Egypt (1a) appears as the first study on the first page. The second study on Egypt (1c) appears as the third entry on the first page.

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